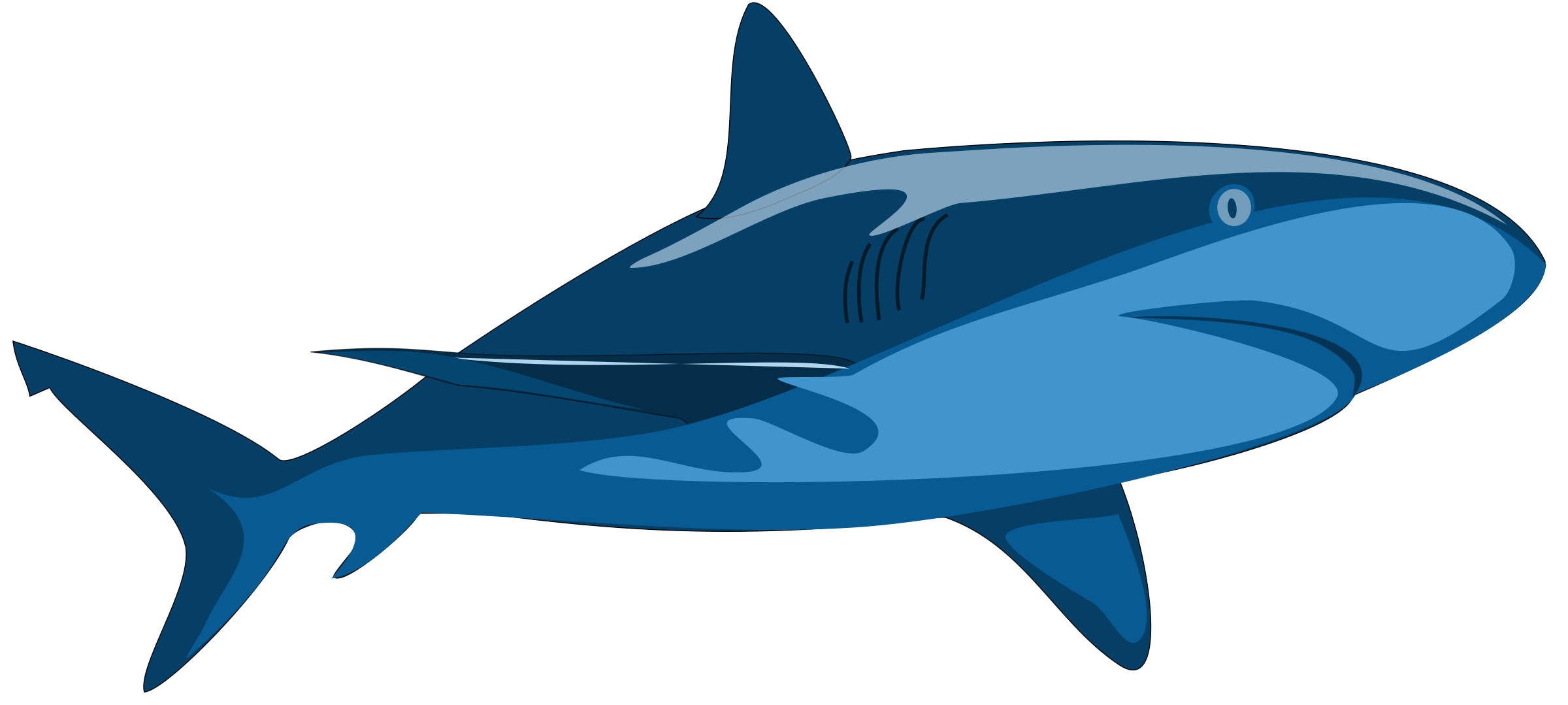
Shark Tank Project



Based off the TV Show Shark Tank, students are challenged with creating a new business and developing a business plan to sell to an adult panel (or instructor). Use project based learning and 21st century skills to allow students to develop their own business, marketing, and employment plans to see if their business can make money.

**Topics Includes:**

Creating a successful business plan

Profit and Loss

Finding location and mortgages/lease

Start Up Expenses

Ongoing expenses

Insurances

Marketing

Selling the business plan to the teacher (or shark tank community panel)

**Project Includes**

State Standards

Over 10 Grading Rubrics

Websites and Links to resources

Samples

Table of Contents

PART 1- Executive Summary:

Part 2 SWOT

Part 3 Location & Layout

Part 4: Legal

Part 5: Startup expenses

Part 6 Management and Organization:

Part 7- Pricing Strategy Competition Analysis

Part 8 Meu

PART 9- Projected Total Sales

Part 10 Cost of Goods Sold (COGS)

COGS Sample

Part 11 Payroll Costs

Sample Payroll Charts

Part 12 Ongoing Costs

Sample ongoing costs

Part 13- Marketing Plan and Sales Strategy

Part 14: Loan or Investment Proposal

Part 15: Net Revenue

Part 15: Operating Expense

**Shark Tank Project**



***Driving Question***: Can you create a successful business plan for a local business and sell this plan to a group of potential investors (Sharks)?

***Introductory Event (Hook)***:

Watch Shark Tank episode <https://www.youtube.com/watch?v=QLs8bA35lKw>

***Entry Event (Project Idea)***: You are a group of entrepreneurs who need to evaluate the local business area and start a business. Your group will present your business plan to a panel of business owners for critique.

1. Students will choose to create a new business that you believe will succeed in your local business community.
   1. Students can start a small business of their choice
   2. Students can choose to create a new product.
      1. Students will have to design and engineer the new product.

**Business Ideas:**

Snow Removal, House cleaning, Bed and Breakfast, Alpaca Farm, Lawn Mowing, Landscaping, computer service, hot dog stand, window washing, car washing, pressure washing houses or decks, music lessons, photographer, video-grapher for weddings, pet grooming, kennel service, paintball service, moving company, t-shirt shop, music store, cookie or bakery, grocery shopping service, car cleaning, E-business (Ebay), shoe store, inflatable rentals or shop, or any others that you and your group would be qualified to do.,

***Assignments Calendar***

Business Plan Paper - all should be on google document shared to instructor or printed out and turned in

Cover Page and Executive Summary due \_\_\_\_\_\_

SWOT Industry Analysis- \_\_\_\_\_\_\_\_

Location & Layout- \_\_\_\_\_\_\_\_\_

Start Up & Investment Proposal- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Products & Pricing- \_\_\_\_\_\_\_\_\_

Expenses- \_\_\_\_\_\_\_\_\_

Management-\_\_\_\_\_\_\_\_\_

Marketing-\_\_\_\_\_\_\_\_\_

Practice Presentations-\_\_\_\_\_\_\_\_\_

Presentation-\_\_\_\_\_\_\_\_\_

***Google Doc***

* Share all information with group and instructor
* Tasks are outlined and detailed with due dates
* <https://docs.google.com/document/d/1vJFLGjmjywaDm0Zze4rLadAbVK5dx6baxRqxDT-pv2E/edit>

**Presentation Visual**

Keynote that goes along with presentation. Can add a commercial or video for your video.

**Presentation Booklet**

This will be a handout for the business panel for the presentation. It will be a summary of your business plan. It should have any necessary information for the panel to read through during your presentation.

**Presentation**

All students will present to a panel of business owners.

**Business Plan**

All groups will have a paper / business plan.

**Brochure**

All students provide a handout about their business. Including menu.

**Profit and Loss Sheet**

**SWOT analysis**

***The Business Plan (Paper)***

**Cover Page**

All information present, including:

Name of the Business

Company logo

Motto

Names of the owners (the group members)

Date

**Part I - The Executive Summary (5 points)- 1 per bullet below**

1. Provides a brief synopsis of the key points and strengths included in the plan. Should be enthusiastic, professional, complete, and concise. A clear but brief overview and summary of the business concept. The summary gives the reader a clear understanding of the business and its potential. It should be clear and short in order to entice the potential investors or the group targeted to further explore the details of the business plan. Executive Summaries should be 1-2 pages. Each item below should have 1-2 paragraphs.
2. What is your product/service (explain your idea)?
3. Why is your business needed?
4. What are the trends or ideas support that your idea would be successful?
5. What is the future of your product/service in the area? This is a prediction
6. Why should an investor give you money for this business?

**Part II. SWOT- Industry Analysis (25 Points)**

provides an analysis of the larger industry (all the businesses that are similar) to which the business will belong.

**Rationale:** Analyzes key trends and players in the industry. Demonstrates an understanding and awareness of external business conditions. Demonstrates an understanding of the business’ relative strengths and weaknesses. Should be 1-2 pages.

1. **Competition List** (5)
2. Students create a list of firm’s top 10 competitors & highlight who you perceive as the largest 3 shares of their relative market (2 Points). If not 10, explain why (Use phonebooks, online resources to find out)
3. Complete a Competition Chart
4. Competition Strategies (3 points):
   * 1. Describe what your competitors are doing or selling.
     2. Identify who are your top 2-3 competitors?
     3. What do they do well, who do they target? (strengths)
     4. What is their Share of the market? How many people use their product/service?

**Sample Threats chart for Putt-Putt course**

|  |  |  |
| --- | --- | --- |
| **Company** | **Strengths** | **Share of Market** |
| **Cedar Point**  **Amusement Park** | **-Have tourists already there**  **-Well known**  **-Have the money to make it**  **-People do not have to get out of car, already there** | **They have some control of market but they target more the people in C.P** |
| **Goofy Golf** | **-More things to do than just putt putt**  **- Well established**  **- Good golf course already** | **They control 90% of the market that we are looking for** |

1. **Strengths (5):**
   1. Describe why your business will succeed. What skills and background does your group (individuals) have to make your business successful?
   2. Examples include: Unique product/service, Finances, costs advantage, technology, reputation, relationships, patents, advertising, experience, employees, innovative
   3. Niche - In a short paragraph define your niche in the market. Niche is what you will do that is different and unique in the market, the reason why your business is needed.
2. **Weaknesses/Risks /Threats: (5)**
   1. 5 Barriers (or risks) to entry or challenges:
      1. What barriers to entry do you face in entering this market? Possible areas where the business may be in jeopardy of reaching stated goals.
      2. Articulate strategies for overcoming barriers to entry (characteristics of an industry that make it difficult to start new ventures)
         1. Typical barriers- High production costs, high marketing costs, consumer acceptance, brand recognition, training and skills to do job, unique technology, union, shipping costs, good workforce, marketing, managers, lack of knowledge, lack of R&D,
   2. Solution to Risks: Have a solution or strategy to addresses each that risk. Have clear evidence of understanding of identified risks and feasible solution/strategy proposed.
3. **Opportunities/Demand (5)**
4. Create an advantages (Pros) /disadvantages (Cons) chart that realistically shows the advantages and disadvantages to your business compared to other competitors.
5. Persuasive paragraph on the advantages and opportunity of this market in the future
   * 1. What do you provide that they do not? Or why is there a need for your business compared to everyone already in the industry.
     2. What is the current demand and opportunity in your market for your business?
6. Market Research-
   1. Trends in the market you are entering
      1. Number of possible consumers (if you live in a town of 50- 50 is possible)
      2. consumer preferences and current trends

### Sample Advantages/Disadvantages Chart

|  |  |
| --- | --- |
| **Our Adv** | **Our DisAdv** |
| **Centrally Located** | **New Business** |
| **Dad owns construction business** | **Only open during summer** |
| **Little overhead costs- just have to buy greens/putters** | **Land is expensive on 250** |
| **We shouldn’t have to hire many people, therefore we keep the profits** | **We have never owned or ran a business like this before** |

**Part 3- Location & Layout (50 points)**

Construction or Rent/Lease: Most new companies should not build new but if you are planning to build construction costs and specifications will be a big part of your plan.

***Potential Location Description-*** Geographic Area- Find a location to place your business in your area. If you are not operating from your home, you must research an actual property that can be bought or leased in your market. Do online research or work with local realtor if possible to find locations.

Remax.com, century 21, Caldwell banker, prudential, Howard Hannah or any other national or local relator site you can find

Selected areas that need to be addressed:

Location Selection: Information about the location of the business including (depends on what you are selling and who to).

* Provide your choice of Location- pictures
* Search your local County Auditor’s Site – This will be different for every area.

Local <http://erie.iviewauditor.com>

* Price of your location
* Map or Visual for Presentation and Handout
* Pictures of buildings

Location

**3A. Location (Exterior) Description (10 pts):**

1. Persuasive paragraph about your location.
   1. Why did you choose the location and how does this location help your business?
      * + 1. Explain the benefits of your location and how this location & surrounding area will fit your business needs
          2. Address
      1. Do you have enough storage?
      2. Does location have easy entrance to business with sidewalks, streets and parking lots
      3. Are you close to highway, neighborhoods, or busy streets that will help your business attract your customers?
         * 1. Pictures or google map of area and surrounding location. Provide maps and photos of specific location/buildings 3D model. Get Google aerial view and more pictures of building if possible. (7 pts)

**3B. Location Interior Layout (10 pts)**

1. Space Needed Explanation: Explain the reasoning behind size (Sq ft. of building) or amount of land needed and how your choice fits your business’s needs. (1 pts)
2. What construction and remodeling will need to be done to fit your business needs at this location?
   1. Location Start Up Building/Exterior Expense: Estimated construction/remodeling costs for exterior (or building) for startup costs (2)
   2. Location Start Up Interior Expense: Estimated construction/remodeling costs for interior layout for startup costs (2)
3. Draw the interior layout of your business using computer program or draw the interior of your building. (5 pts)
   1. Using existing pictures of interior in plan to show what current inside looks like if possible

**3C. Location Expenses (5 pts)** Answer the following:

* 1. Will you purchase or lease the space? If you buy the space… make sure you put it on your investors and pay them back in your loan to them.
  2. Start Up cost: Cost of location to purchase land or one-year lease.
  3. Start Up Interior Cost: Cost to remodel interior
  4. Start Up Exterior Building or land cost: Cost to exterior of building or land (if needed)

**Part 4- *Legal Requirements (5 points) answer as needed:***

* 1. Licensing requirements to do your business (2 points)
  2. Permits required- Food permits,
  3. Health, workplace, or environmental regulations
  4. Any special regulations covering your industry or profession
  5. Insurance coverage
  6. Lawyer fees (Set Up LLC)
  7. Accountant Fees (Need for tax laws)
  8. Start-up costs for legal, permits, licenses, and insurance

**Part 5- Start Up Expenses**

* 1. Cost of location (part 3C)
  2. Remodeling costs (part 3C)
  3. Capital Equipment costs (be specific): Furniture, machines, ovens, computers, registers, remodeling and others. Get pictures and prices to verify your costs.
  4. Visuals of Capital equipment to be purchased
  5. Initial startup costs: Other expenses you will have prior to opening day. Stock the fridges etc...
  6. Training employee costs
  7. Ads and promotion for opening day costs
  8. Rainy Day (overages) Fund- Extra Cash you will keep just in case of a slow start.
  9. Opening Day Expenses
  10. Ads or promotions for opening day- Free night?

**Startup costs**

Buildings

Equipment

Supplies

Permits

Licensure

Lawyer for waiver

**Sample Purchase**

Land costs $400,000 starting point

Knock building down- $50,000

Building new building: $300,000

Equipment: $100,000

$800,000 is starting costs to get started

Legal fees, permits, and professional services- $50,000

**$850,000 Startup costs**

**Sample year one lease**

Renting 2300x30sq- $69,000

Franchise Fee- $40,000

Equipment- $200,000

Furniture- $$50,000

**$290,000 Start Up**

**Part 6- Management and Organization (10 points)**

***Hours of Operation:*** (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. What hours will your business be open?
  2. How does that compare to competitors? Weekends?
  3. Will hours be different in summer (seasonal)?
  4. Explain how each member of the group will contribute to the business once it is started.  Run the desk?  Work the floor?
  5. Who will manage the day-to-day business operations? What experience does that person bring to the business?
  6. Is there a plan if that person is no longer around? If there will be more than 10 employees, create an organizational chart showing management hierarchy? Include position descriptions needed.

**Part 7 – Price Comparison Chart**

Pricing Strategy Competition Analysis

1. Pricing strategy - Write a paragraph that explains and justifies your prices for your top 3 selling products or services.
   * + Are they higher, lower, the same? Why?
     + How much will your customers rely on price to buy your product?
     + Evaluate your competition and see their prices.
2. For most small business having lowest price is not a good policy because it robs you of profit margin.
3. Customers do not always care about price as much as you think.
4. Usually you do better to have average prices and provide superior quality and service.
5. Extended features (5): Do you deliver, warranty, support, follow-up, refund policy.
6. Make a comparison price chart.  Choose 2 competitors and compare your price to competitors.

**Price Comparison Chart**

* Compare at least 3 of the products and/or services prices to what competitions sells them fore (some groups will have less)

|  |  |  |
| --- | --- | --- |
| Your prices | Competitors Price | 2nd Competitor price |
|  |  |  |
|  |  |  |
|  |  |  |

Sample Price Comparisons



**Part 8- Menu**

* 1. Create a menu that makes a detailed List of Services and Products for sale and a column that highlights your profit per sale. This should be an actual menu that customers could use for your product.
  2. Pictures: Give sufficient detail to enable investors to develop a working understanding of what the company sells, may include photographs of your business, schematic drawings, and descriptive scenarios

**Part 9 Total Sales**

All numbers build from total sales predictions. Figure out how many people you expect per day and Multiple by check average and factor in seasonality. Start with individual guests.

* 1. Average number of Guests/customers x average spending per customer
     1. I.E. 300 guests spending on average $10 per check = $3,000 sales per day
     2. Consider weekends vs. weekdays. Summer months vs. Winter.
  2. Multiply that out per week to figure out Total Sales per week
     1. $3,000 per day x 7 days=$21,000 per week
     2. Need to figure in more sales on certain days (weekends vs. weekdays)
  3. Per month
     1. $21,000 x 4= $84,000 per month
  4. Total Yearly Sales
     1. $21,000 per week all year x 52 =$1,092,000 in gross sales
     2. Depending on your business, some might do more in summer or winter months and needs to be factored in.

Sample Sales

|  |  |  |
| --- | --- | --- |
| **Day** | **Guest per day** | **Check avg. Costs per guests** |
| **M** | **300** | **$10** |
| **T** | **300** | **$10** |
| **w** | **300** | **$10** |
| **th** | **300** | **$10** |
| **f** | **500** | **$10** |
| **sat** | **500** | **$10** |
| **sun** | **500** | **$10** |
|  | **2600 per week** | **$26,000 per week gross sales** |

**Part 10 Cost of Goods Sold (COGS)**

**Cogs- Determine how much it costs to produce the goods you sell.**

* 1. Cost of production of goods.
  2. What is the cost to produce the product?
  3. For food business 25% of sales costs to buy the food and drinks to serve.
  4. What is cost of production on business to sell each item?
  5. If you operate a service, costs of goods sold may be minimal or nothing other than time.

**Part 11 Payroll: Staffing and Cost of Labor and Benefits of Employees**

**11. Job Description of Staffing (Key Personnel):**

11a. Employee Description (if needed)

1. Write a paragraph ofBriefhighlights of key personnel including the CEO and management team.
2. Student group contributions- you should not hire anyone that you don’t have to hire. Consider yourselves if possible rather than hire employees for the project.
3. Group members pay and hours per day
4. Number and pay for workers per hour per day (do not have to have this if not hiring other people)

Cost Per Employee- <http://web.mit.edu/e-club/hadzima/how-much-does-an-employee-cost.html>

**11b. Create a payroll chart (samples below)**

1. Cost to pay all employees in one day, one week, one month and one year
2. Total Cost for one year for all labor force

**Sample Staffing chart**

Sample 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Hours 10-8 (12 hour) | Work Snack Shack | Work Putt-Putt Course | Work Maintenance | Hours |
| M-12 | 1 | 2 | 1 | 4 workers\*12 hours= 480 |
| t-12 | 1 | 2 | 1 | “ |
| w-12 | 1 | 2 | 1 | “ |
| th-12 | 1 | 2 | 1 | “ |
| fr-12 | 1 | 2 | 1 | “ |
| sat-12 | 1 | 3 | 1 | 5 workers \*12= $660 |
| sun-12 | 1 | 3 | 1 | “ |
| Total |  |  |  | $4000 payroll per week |

Sample 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day | Cost per employee | # of employees for the day 2 shifts | # of hours they work per day | Cost of labor per day | Per month cost per day x 30 |
| M | $10 | 12 | 10 | $120 | $3600 |
| T | $10 | 12 | 10 | $120 | $3600 |
| W | $10 | 12 | 10 | $120 | $3600 |
| Th | $10 | 12 | 10 | $120 | $3600 |
| F | $10 | 15 | 10 | $150 | $4,500 |
| Sat | $10 | 15 | 10 | $150 | $4,500 |
| Sun | $10 | 14 | 10 | $140 | $4,200 |

**Part 12 Ongoing costs (10 points)**

**Need to identify the ongoing costs of each of the below costs.**

1. If you lease… What is the lease cost on the building if you are renting per month and year?
2. Business (liability) Insurance
3. Property Taxes (for property if possible)
4. Paper products (paper plates, silverware, foil, wraps, paper, office supplies and more)
5. Professional Services- lawyers and accountants
6. Marketing Expenses
7. Utilities- gas, electric, trash, water, phone, internet, cable
8. Equipment purchases and Maintenance
9. What is the maintenance cost per year? Lawn, Snow, fixing items
10. Yearly insurance costs for the building?

**Part 13- Marketing Plan and Sales Strategy (20 points)**

Demonstrates how the business’ product or service will be marketed and sold. Includes both strategic and tactical elements of the marketing and sales approach.

1. What is your overall strategy of getting your name out to the public?
2. Explain what you will do to get people short term and long term to use your business.
3. Money you will spend on ads per year
4. Describe advertising, Frequency & Costs- A list of where (types of advertising), frequency (how often), and how much each advertisement will cost and how long that advertisement will last.
5. Web and Social Media presence- Explain your web presence if you plan on having one.
6. Budget for marketing plan

**Part 14: Investment Proposal (10 points)**

Clearly identify the amount they are requesting from the investors. On shark tank the entrepreneurs give their name, the company name, and then the request so panel knows what is being requested and what you will pay them.

1. Amount requested for startup ($0-millions, depends)
2. This amount needs to cover land, building, and startup costs
3. List what is being requested and for what? Purpose and uses of funds
4. Yearly payments (exit strategy). % of profit or “cash out” schedule.

but add 10% on top of loan to pay back investors= $11,000 per year for 5 years to pay back $40,000 at 10%

**Part 15 Net Revenue (5 points)**

**Add up the total costs of operations. Then subtract that number from Total Sales Part 9**

1. Total costs of Operation = COGS (part 10) + Employee Costs (Part 11) + other ongoing costs (part 12) + Marketing Costs (part 13) + Investor Payback (Part 14)

**Total Net Revenue**

1. Total Sales (part 9)– Total cost of operation (part 15a) = Net Revenue

When you have your net revenue- you should know how much you can pay back investors. Use your net Revenue number to implement a payback strategy for your investors.

***Part 15 Net Revenue Chart Operating Expense Chart estimated daily, monthly, yearly costs***

Subtract Column D from Column C under bottom line profit. Use the previous parts.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Cost** | **Per Week** | **Per Month (x4)** | **C.**  **Per Year (x12)** | **D.**  **Yearly Gross Profit** |
| Part 9 - Gross sales | xxxxxxx | xxxxxxx | xxxxxxx |  |
| Part 10- Cost of Goods Sold (COGS)  Lease - If applicable |  |  |  | xxxxxxx |
| Part 11 Employees Costs |  |  |  | xxxxxxx |
| Part 12- Total Ongoing Costs |  |  |  | xxxxxxx |
| Part 13 Marketing Costs |  |  |  | Xxxxxx |
| Part 14 Investor costs per year |  |  |  | xxxxxxx |
| **Total Bottom Line expenses (10 points)** |  |  |  | xxxxxxx |
| **Net Profit** | xxxx | xxxx | xxxxxx |  |

**Presentation of Business Plan Requirements**

**Presentation of Business Plan Requirements**

Sell yourself and product.  Be confident even if you are not, they don’t know you.

1. Professional Dress.
2. Google Slides / PowerPoint / Prezi / or other visual for project
3. Handout for the Panel
   1. Include Finance Documents: Start Up Asking Loan, Labor costs, ongoing costs, costs of good sold, gross sales, marketing, net revenue and more
   2. Member names- logo, pictures of your product and more
4. All members should present a portion of the project.

Hook- Introduction

1. Who is the Point Person?  This person will intro and conclude\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Introduce all members of your group somewhere in the hook
3. Use a Hook
   1. Intro story/quote/popular saying/statement or fact/controversial opinion
   2. Act/humor/current event/video either created
   3. Introduce the problem
4. Slogan I.E. “What’s for dinner”
5. Clearly identify the amount they are requesting from the investors. On shark tank the entrepreneurs usually give their name, the company name, and then the request. That way the panel of investors know what they are being asked.
6. What your business is and why there is a need?

BP Set UP

1. Overview & Explanation of business
2. Business/Market Analysis & Target Market & Competition Analysis
3. Pricing/Menu of Product
4. Start up, Labor and Ongoing Expenses
5. Gross Sales vs. Expenses
6. Marketing Strategy
7. Net Revenue

Conclusion

* + 1. Readdress your business plan and needs
    2. Why there is a need?  Use the hook in conclusion?
    3. Thanks

**Past Students Suggestions - Presentation to do’s**

* Improve your introductions- You need to put me into your business, give me a story or a hook of some sort that draws the panel into your business
* Watch fillers and distracting movements- like, ums, you knows
* Everyone needs a handout for the panel that should include location and finances/profit
* Make presentations more visual.
* SELL ME YOU BUSINESS DON’T TELL ME YOUR BUSINESS. (Why is this a good idea?)  Be the business-
* Explain why you choose the business- there should be a slide or an introduction that explains how you came to this idea. Give an overview on why you think this is a good idea for this area.
* Location- Almost as important as your business is the location and why that location benefits you.
* Less writing and more talking directly to the audience.  They don’t know your business you do.
* Refer to the board for pictures and locations.  Sell the visual of the presentation, the panel will need to see the presentation more.
* Make sure you break down costs for your business accurately and add money to the your numbers because there are always unexpected costs.
* Competition and Comparison:  Explain your prices in comparison to your competition.
* Cite your sources- too many of you made up #’s or profit who did you talk to or where did you get that information.
* Your conclusion has to wrap up the high points of your presentation.
* Conclusion should thank the audience and ask for questions.
* Know who your target market is and let the panel know who the target market is? What type of person will be at your store?

Presentation should be a PowerPoint or large posters with large font. Visuals and handouts should be provided to Mr. O for copies.  Make sure to use your visuals.

**Your presentation should be exciting and interesting! Come dressed to impress! That’s right! *DRESS UP FOR YOUR PRESENTATION!!!* Remember, we are your potential investors and we want to feel that our money will be taken care of!**

Supplemental Materials Presentation Materials Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Points\_\_\_\_\_\_\_\_\_\_\_\_/10

Could contain any or all of the following for your handout

Consists of charts, pictures, maps, literature, articles, interviews, certifications, contracts, illustrations, endorsements etc...

* 1. Brochures and advertising materials pamphlets etc…
  2. Interviews or industry studies
  3. Menu and profit margin
  4. Blueprints and plans
  5. Financial sheet
  6. Profit and Loss Sheet
  7. Location/Building Images
  8. Staffing costs
  9. Marketing costs
  10. Competition Analysis
  11. Company description
  12. Detailed lists of equipment owned or to be purchased for business (pictures and price

**State Standards Covered**

***1.*** Economists analyze multiple sources of data to predict trends, make inferences, and arrive at conclusions.

3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.

4. Different economic systems (traditional, market, command, and mixed) utilize different methods to allocate limited resources.

5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.

6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.

7. A nation’s overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.

11. Income is determined by many factors including individual skills and abilities, work ethic and market conditions.

12. Employee earning statements include information about gross wages, benefits, taxes and other deductions.

13. Financial decision-making involves considering alternatives by examining costs and benefits.

14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.

17. Savings can serve as a buffer against economic hardship.

18. Different costs and benefits are associated with saving and investing alternatives.

20. There are costs and benefits associated with various sources of credit available from different types of financial institutions.

22. Consumer protection laws provide financial safeguards.

23. Property and liability insurance protect against risks associated with use of property.

24. Health, disability and life insurance protect against risks associated with increased expenses and loss of income.

25. Steps can be taken to safeguard one’s personal financial information and reduce the risk of loss.

**21st Century Skills that are taught and/or assessed in project (p21.org)**

**Creative Thinking**

1. Use a wide range of idea creation techniques (such as brainstorming)
2. Create new and worthwhile ideas (both incremental and radical concepts)
3. Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

**Working Creatively with others**

1. Develop, implement and communicate new ideas to others effectively
2. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
3. Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
4. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

**Use Systems Thinking**

1. Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

**Make Judgements and Decisions**

1. Effectively analyze and evaluate evidence, arguments, claims and beliefs
2. Analyze and evaluate major alternative points of view
3. Synthesize and make connections between information and arguments
4. Interpret information and draw conclusions based on the best analysis
5. Reflect critically on learning experiences and processes

**Solve Problems**

1. Solve different kinds of non-familiar problems in both conventional and innovative ways
2. Identify and ask significant questions that clarify various points of view and lead to better solutions

**21st Century Standard Communicate Effectively**

1. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
2. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
3. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
4. Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
5. Communicate effectively in diverse environments (including multi-lingual)

**21st Century Standard Collaboration**

1. Demonstrate ability to work effectively and respectfully with diverse teams
2. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
3. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

**21st Century Standard Information, Media and Technology Skills**

*Information Literacy Access, Use, Manage, and Evaluate Information*

1. Access information efficiently (time) and effectively (sources)
2. Evaluate information critically and competently
3. Use information accurately and creatively for the issue or problem at hand
4. Manage the flow of information from a wide variety of sources
5. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

**Apply Technology**

1. Use technology as a tool to research, organize, evaluate and communicate information
2. Use digital technologies (computers, PDAs, media players, GPS,  etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
3. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

**21st Century Standard Life and Career Skills**

Manage Goals and Time

1. Set goals with tangible and intangible success criteria
2. Balance tactical (short-term) and strategic (long-term) goals
3. Utilize time and manage workload efficiently

**Self-Directed Learners**

1. Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise
2. Demonstrate initiative to advance skill levels towards a professional level
3. Demonstrate commitment to learning as a lifelong process
4. Reflect critically on past experiences in order to inform future progress

**Manage Projects**

1. Set and meet goals, even in the face of obstacles and competing pressure
2. Prioritize, plan and manage work to achieve the intended result

**Produce Results**

Demonstrate additional attributes associated with producing high quality products including the abilities to:

1. -    Work positively and ethically
2. -    Manage time and projects effectively
3. -    Multi-task
4. -    Participate actively, as well as be reliable and punctual
5. -    Present oneself professionally and with proper etiquette
6. -    Collaborate and cooperate effectively with teams
7. -   Respect and appreciate team diversity
8. -  Be accountable for results

**Guide and Leadership**

1. Use interpersonal and problem-solving skills to influence and guide others toward a goal
2. Leverage strengths of others to accomplish a common goal
3. Inspire others to reach their very best via example and selflessness
4. Demonstrate integrity and ethical behavior in using influence and power

**Rubrics Business Plan Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Part I Cover Page \_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 5 Points

|  |  |  |
| --- | --- | --- |
| **Cover Page (5 points)** | **4-5 Points** | **0-3 Points** |
| * Name of the Business * Company logo * Names of the owners (the group members) * Date * Motto * Any other information that you feel is pertinent | All information present | Missing one or more items in cover page. |
| ***Total Points*** |  |  |

**Part I Executive Summary \_\_\_\_\_\_\_\_\_\_\_\_\_/ 5 Points**

|  |  |  |
| --- | --- | --- |
| **Executive Summary 5 points** | **1 Points per topic** | **0-.5 Points** |
| * What is your product/service? * Why is your business needed? * What are the trends that support your idea? * What is the future of your product/service in the area? * Why should someone invest in your company | 1 points per topic (5): All topics to left are answered in 1-2 Well-Written Paragraphs  1 points- Persuades and entices investors to invest in company | 0-.5per topic: Length requirement not met more than once about all topics to left and or not understandable.  Overview was not clear or brief.  Confusing overview of the company  Investors would question investing in company’s idea |
| ***Total Points*** | \_\_\_\_\_\_\_\_\_\_\_\_/5 Points |  |

**Part 2- SWOT - Industry Analysis** Group Members\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/25 Points

|  |  |  |
| --- | --- | --- |
| **Industry Analysis 25 points** |  |  |
| Competition List:  provides an analysis of the larger industry (all the businesses that are similar) to which the business will belong.  Threats: Competition Strategies  Top 2-3 competitors  Describe what your competitors are doing or selling.  Make a competitor’s chart of what they do well  5 Points | Detailed list of 10 business that are in competition with your business  Detailed list of strengths of competition  Describes what competitors are selling and how it relates to your idea  A thought-out prediction of market in for the future  4-5 Points | List is missing one or more main competitors.  0-3 barriers are identified or explanation for overcoming the barrier is inaccurate or not well articulated |
| Strengths & Niche 5 points | Your skills and background strength  What you have to do to be successful?  - Short paragraph define niche in market. (2pt) | Does not identify skills/background or is not a strength |
| Weaknesses/ Barriers / Risks- What barriers to entry do you face in entering this market?  Articulate strategies for overcoming barriers to entry (characteristics of an industry that make it difficult to start new ventures)  Risks  Solution to Risks - | 5 barriers are identified and explains plan for overcoming the barrier  How stay competitive  All identified and explained risks (3-5) using realistic predictions for the business. (1 pts)  4-5 points | 0-3 barriers are identified or explanation for overcoming the barrier is inaccurate or not well articulated  Not Identified risks (0- pts)  0-3points |
| Opportunities/Demand 5 points  Advantages chart completed and very accurate  Potential for business-  What is the total size of your market?  Trends in the market- growth, loss- consumer preferences and product development Take advantage of the changing market and stay competitive in this market? 2points | Advantages/Disadvantages chart is created and realistic  (2pt)  Size of consumer market is identified.  Trends in market are identified.  Consumer preferences for market identified.  (1pt)  Has realistic solutions or addresses risks realistically (1 pts) | Chart is not completed or advantages and disadvantages are not accurate for business 0-1 points  Did not correctly identify one or more of the following: market size, trends or consumer preferences.  0 points  The changes are not properly identified for one or multiple questions. 0 points  Solutions is not feasible.  0Points |
| **Total Points- 25 points** |  |  |
|  |  |  |

**Part 3 & 4 Rubrics**

**Location and Legals : Group Members\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points\_\_\_\_\_\_\_\_/ 30 pts**

**3A Location Expenses \_\_\_\_\_\_\_\_/5 pts**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Purchase/Lease or No Space needed (2 pts) | Students explain if they will purchase, lease or no need space (3 pts) | No explanation for property financing (0-1) |
| Cost of Lease or Mortgage (include taxes on mortgage)  3 pts | Students have identified the amount of mortgage per year.  OR  Identified the cost of 1 year lease  OR  If not applicable, explain why not.  3 Points | Does not have mortgage or lease payment 0-4 Points |
| **Total Costs** | **\_\_\_\_\_\_\_\_\_\_/ 5 Points** |  |

**3B Location Choice \_\_\_\_\_\_\_\_/10 pts**

|  |  |  |
| --- | --- | --- |
| **Location Description** |  |  |
| Persuasive paragraph & surrounding area Explanation  Overall benefit of location | A detailed explanation is provided explaining the location choice. Detailed in how this location is best for business. Surrounding area is described. (5 pts) | The explanation does not detail why the location is best. Costs, customers, target market needed to be considered (0-4 points) |
| Building/Land Choice (1 pt) | Address/Lot are provided 1 point | No Address or lot provided 0 point |
| Storage, entrance, parking lots (.5 pt) | Detailed explanation of the storage, front entrance, parking lots for your business | Not enough information provided |
| Proximity to traffic or necessary consumers (.5 pt) | Explains proximity to highways, traffic patterns and other relevant info | No explanation provided |
| Visuals (Google Images Overhead) Provided (4 pts) | Includes Building pictures, Map of land and Location Visuals. Google map overview and street view of property. 3D model.  4 Points | Does not include one or more of the needed visuals 0-3 Points |

**3C Location Interior & Remodel \_\_\_\_\_ / 15 pts**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Space needed  (3 pts) | Students have identified the amount of space needed and fit for business in full detail. Sq footage needed and explained 3 Points | Does not fully explain why the interior space is needed-0-2 Points |
| Construction and remodeling costs  3- Interior  3- Exterior | Construction and remodeling identified and predicted costs of the remodel or construction provided 6 Points | Does not have remodeling is not realistic 0-5 Points |
| Total Remodel (Interior and Exterior) costs | Has an accurate number of the cost to remodel inside and outside location?  Explains location if not needed. 1 pt | Does not have realistic remodel cost |
| Pictures and draw interior design | Has drawn or interior pictures that shows what business will look like (or could look like) 5 Points | Not enough pictures or layout of interior (0-4 Points) |
| **Total Costs** | **\_\_\_\_\_\_\_\_\_\_/ 15 Points** |  |

**Part 4 Legal Requirements** Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_/5 Points

|  |  |  |
| --- | --- | --- |
| **Legal’s info 5 points** |  |  |
| Licenses and permits required and costs | Properly identify any license to start business 1 Points | Not correctly identified or addressed |
| Health, workplace, environmental regulations | Properly identify Health, workplace, environmental regulations 1 Points | Not correctly identified or addressed |
| Special Regulations | Any special regulations are covered 1 Points | Not correctly identified or addressed |
| Insurance costs for business | Any insurance or special insurances that are needed. Correct recognition of the type of insurances. 1 Points | Did not look at insurance costs |
| **Total Locations - Insurance/Licensee fees** | **\_\_\_\_\_\_\_\_\_\_\_/5 Points** |  |

**Part 5 Start Up Expenses Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Points\_\_\_\_\_\_\_\_\_\_/15 Points

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Cost of building, one year lease & Location (part 3C) | 1 Points  Costs identified for cost of location | Does not correctly identify the 0-1 Points |
| Remodeling costs (Part 3C) | Researched and identified remodeling costs 1 Points | Remodeling costs not done or is not correct 0-1 Points |
| Cost of Capital- tools, machines, computers, remodeling | This correctly identifies the amount of capital that will need to be purchased for the business to open. 4-5 Points | Does not correctly identify the 1 or more forms of capital. |
| Visuals of Capital | Pictures of remodeling, tools, ovens, machines etc... and price 3 Points | Does not have visuals or visuals are incomplete 0-4 Points |
| Legal, License, and Permit Startup fees (part 4) | Cost of Legal, License, and Permit Startup fees (part 4) 1 point | Does not include the legal, license costs  0 points |
| Rainy Day Fund | Amount of money for overages .5 Points | Not identified, too much or not enough money 0 Points |
| Opening Day expenses | This identifies an opening day party or grand opening 1 Points | Does not identify opening day expenses 0-1 Points |
| Ads or promotions for opening day | Opening Day advertising .5 Point | Not identified opening day strategy 0 Points |
| Total Start Up Cost Prediction | All Realistic Startup costs are identified | Missed a couple key points to start up costs |
| **Total Start Up Costs** | **\_\_\_\_\_\_\_\_\_\_\_/15 Points** |  |

**Part 6 Management & Organization Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 5 pts**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Business Hours | States the business hours and hours are correct based on business 1Points | Hours are not stated or hours are wrong based on business 0Points |
| Business Hour Comparison | Compares your business to one comparable business 1 Points | Does not compare your times to competition 0-.5 Points |
| Seasonal Hour Changes | Discusses your if and why your businesses hours change 1 Point | Does not correctly discuss the seasonal hour changes 0 Points |
| Group members role in business | Identifies each member of the group and their role in the business 1 Points | Does not identify what each member will do for the business 0 Points |
| Manager | Identifies and explains who the operations manager of the company is. 1 Points | Does not identify or explain the manager 0 Points |
| If Applicable, create an organizational chart for employees and managers | Chart completed with hierarchy of the business 1 Points | Chart not completed 0 Points |
| Total Points | \_\_\_\_\_\_\_\_\_\_/ 5 Points |  |

**Part 7 Price Comparison Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points\_\_\_\_\_\_\_/10**

|  |  |  |
| --- | --- | --- |
| **Rubric** |  |  |
| Pricing Strategy 5 Points | Explains your strategy for pricing your products.  Gives background for why you priced products the way you did. Prices are justified.  5 Points | Strategy is not sound or lacks a sound strategy.  0-4 Points |
| Pricing Comparison Chart 5 Points | A chart with your prices compared to your competition.  Compare your prices to 2 similar comparable competition or similar business. 4-5 Points | Does not compare or picks competition that is not comparable. Chart is not completed.  0-3 Points |
| **Total Price 10 points** |  |  |

**Part 8 Menu Group Names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 10 Points**

|  |  |  |
| --- | --- | --- |
| **Pricing** |  |  |
| Menu Pricing 5 Points | A menu is completed with pricing. All services/products are identified and make sense.  Pricing is reasonable.  9-6-7 points | Menu is missing items or not priced correctly.  Services or products are not identified correctly. 0-5 Points |
| Visuals of Products/Services  5 Points | Pictures of products for sale  3 Points | Limited or No visuals of products  0-2 Points |
| **Total Points** | **\_\_\_\_\_\_\_\_/10 Points** |  |

**Part 9 Total Sales & Financial Projections Rubric** Group-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Points\_\_\_\_\_\_\_\_\_\_\_\_/ 15 Points

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Chart is completed and Sales is well thought out**  **10 points** | Chart for gross sales is created and mostly accurate for the average customer. Some business have to figure out different profits levels. Chart is as accurate and realistic as possible. Research and thought was detailed in creating sales | Chart does not exist or is missing information.  Chart is missing research, not accurate or not realistic in one or multiple ways |
| **Predicted Guest Sales Per Day**  **5 points** | Reasonable predictions of guests that will visit per day and year figured with seasonal adjustments | Not Reasonable for one or more products or services |
| **Predicted Guest Sales Per Week**  **1 point** | Reasonable and realistic predictions of guests that will visit per week figured with seasonal adjustments | Not Reasonable for one or more products or services |
| **Predicted Guest Sales Per Month**  **1 point** | Reasonable and realistic predictions of guests that will visit per month figured with seasonal adjustments | Not Reasonable for one or more products or services |
| **Predicted Guest Sales Per year**  **3 points** | Reasonable and realistic predictions of guests that will visit per year figured with seasonal adjustments | Not Reasonable for one or more products or services |
| **Total Points** | **\_\_\_\_\_\_\_\_\_\_\_\_\_/ 20 Points** |  |

**Part 10: Cost Of Goods Sold Rubric Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points \_\_\_\_/10**

|  |  |  |
| --- | --- | --- |
| Rubric |  |  |
| Cost of production described | Paragraph describes what is needed to produce goods | Paragraph does not describe all the costs needed |
| Cost of production prices  5 points | Group realistically has costs to produce all the goods or service | Cost of production either off or missing for your products |
| Total Points 10 Points |  |  |

**Part 11**

**Labor Costs Rubric Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Total Points\_\_\_\_\_\_\_\_15 points**

|  |  |  |
| --- | --- | --- |
| **Rubric** |  |  |
| 11a Employee description paragraph (2 pts) | Paragraph describes realistically the number of employees and their pay per hour | Employee description is not accurate or realistic |
| Student group (owners) work descriptions pay and hours per week (3 pts) | Paragraph pays owners realistic wages for their work | Owners pay is not accurate or realistic |
| Other employees pay and hours per week (3 pts) | Other employees’ wages are realistic | Other employee |
| Seasonal pay chart if needed per week | Seasonal pay is incorporated if needed |  |
| 11b. Payroll Chart is created for cost of employee for one week, month, and year (5 pts) | Chart is completed with accurate weekly, monthly and yearly cost for labor to operate business  4-5 points | Payroll chart is not realistic or missing key information 0-3 points |
| Cost of Labor for one year (2 pts) | Cost of labor for one year is accurate | Cost of labor for one year is not accurate |
| **Total Points \_\_\_\_\_\_/ 15 points** |  |  |

**Part 12: Ongoing cost Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points \_\_\_\_\_\_\_/ 10 points**

|  |  |  |
| --- | --- | --- |
| Rubric |  |  |
| Lease Cost per year (if needed) | Calculate the yearly lease rate or explained why not needed | Not covered or not correct |
| Business liability insurance | Yearly liability insurance is accurate and researched | Liability insurance not addressed |
| Property Taxes | Property taxes calculated and accurate | Not correct |
| Paper products | Paper products are accurate and realistic for your business | Not accurate or realistic |
| Professional Services | Professional Services are accurate and realistic for your business | Not accurate or realistic |
| Utilities per year  2 points | Utilities per year correctly identified and predicted  Explanation to utilities cost is explained | Does not have utilities or is not realistic Points |
| Equipment replacement costs | Accurate equipment costs are calculated per year | Not accurate |
| Maintenance per year  Include snow, lawns, equipment, estimated budget | Maintenance including prediction for snow, grass and repairs per year  Explain if not applicable, who will be in charge of maintenance. | Not predicted or accurate in predicting the information |
| Insurance Yearly Costs 2 points | Insurance per year is identified with documented charges | Insurance is either made up or incorrectly found |
| Total Points 10 points |  |  |

**Part 13 Marketing Rubric Group Names\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Points\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 10 Points

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Overall Strategy message to consumer | Describes an outlines overall marketing message about your product/services. (2 Points) | Does not have an outline of plan of marketing and/or does not have a message to tell consumers. (0-1 Points) |
| Target Market Marketing | Explains short and long-term plan for your target market (1 Points) | Does not address short or long-term target market correctly in marketing strategy (0-1 Points) |
| Money | Has realistic money dedicated for marketing cost that is realistic and necessary for your business. Some businesses will be different than others. (1 points) | Percent is not realistic or not though (0-1 Points) |
| Advertising, frequency and explains why campaign | Lists of all the places you will advertise, how often you will advertise and why you will advertise in that location (5 Points) | Does not have realistic advertising in 1 or less locations. (0-4 Points) |
| Web and Social Media presence if any | Explains your use of the internet or explains why you don’t need to use the internet (1 Points) | Lacks thought on internet pros or cons (0-2 Points) |
| **Total Marketing Points** | **\_\_\_\_\_\_\_\_\_/ 10 Points** |  |

**Part 14: Investment Proposal Rubric Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points\_\_\_\_ / 10 points**

|  |  |  |
| --- | --- | --- |
| **Rubric** |  |  |
| Startup Requests 5pts | Correct Startup costs identified | Start up costs not identified |
| Yearly Payments 5 pts | Identified the payments per year out of your profits | Not enough of not thought out for investors |

**Part 15 Net Revenue Rubric Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points\_\_\_\_\_\_\_\_/ 15 Points**

|  |  |  |
| --- | --- | --- |
| **Rubric** |  |  |
| Total Costs of Operations 3pts | Total is accurate and realistic | Total is not realistic or accurate |
| Total Net Revenue 3 pts | Total is accurate and realistic | Total is not realistic or accurate |
| Costs and Revenue 5 pts | Are accurate and realistic | Are not completely accurate or realistic |
| Chart 4 pts | Chart is completed and accurate | Chart is not completed and/or accurate |
| Total Points 10 pts |  |  |

Presentation Style Grade Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 0-1 |
| Time-Limit | Presentation is 7-12 minutes long. | Presentation is 5-6 minutes long or 12-14 minutes | Presentation is 3-4 minutes long or 15-18 minutes | Presentation is less than 3 minutes OR more than 18 minutes. |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. Panel could obviously tell group was committed to their project. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. Panel could somewhat tell group was committed to project. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| Preparedness and Stays on Topic | Group is completely prepared and has obviously rehearsed.  Stays on topic all (100%) of the time. All group knew all roles all the time.  Zero flaws in presentation. | Group seems pretty prepared but might have needed a couple more rehearsals.  Stays on topic most (99-90%) of the time. Group may have paused or waited at least once in confusion. | The group is somewhat prepared, but it is clear that rehearsal was lacking.  Stays on topic some (89%-75%) of the time.  Group was confused on who spoke when. | Group does not seem at all prepared to present.  It was hard to tell what the topic was.  Group had multiple incidents of not know who was supposed to speak and when. |
| Attire | All members wore business attire, very professional look.  The very best dressed could be. | Casual business attire. Missing elements of completely dressing up. | Casual business attire, but wore sneakers or seemed somewhat wrinkled. | At least one member wore, general attire not appropriate for audience (jeans, t-shirt, shorts). |
| Posture and Eye Contact | All of group stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.  Group uses board as a reference only.  Eye contact is on panel. | Most of group stands up straight and establishes eye contact with everyone in the room during the presentation.  Group reads off board more than 3 times | Sometimes stands up straight and establishes eye contact. Group looks at board often. | Slouches and/or does not look at people during the presentation. |
| Visual Aid | Student uses one or several visuals that show considerable work/creativity and which make the presentation better. | Student uses one or more visuals that shows some creativity but can be distracting. | Visuals were not well used or organized at least 1 time in presentation. | The student uses no props OR the props chosen detract from the presentation. |
| Speaks Clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Volume is loud enough to be heard by all audience members throughout the presentation. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. Volume is loud enough to be heard by all audience members at least 90% of the time. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. Volume often too soft to be heard by all audience members. |
| Member contribution | Each member seemed to contribute equally. | Most members contributed equally. | Few members participated | One member dominated. |

Presentation Style Grade- \_\_\_\_\_\_\_\_\_\_\_\_/ 30 points

**Presentation of Plan Rubric Group**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Presentation Rubric** | **Exceeds** | **Meets** | **Lower** | | |  |
| Introduction- Attention Grab-  8 points | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.  All members introduce themselves. 7-8 points | The author has an interesting introduction (strong hook) but the connection to the topic is not clear. Members do not introduce themselves. 3-6 points | | The introduction is not interesting AND/OR is not relevant to the topic.  Members do not introduce themselves. 0-2 points | |  |
| Overview and Relevant Background information and need for topic is addressed  10 points | Students identify the vision and overview for their business and explain in depth their idea. Panel would definitely know current need or background even if no prior knowledge. 9-10 points | Background of topic addressed with less than 2 examples of current situation or has very little explanation of how this is a problem. Panel might be confused about if or why your topic is a problem that needs fixed. 5-8 points | | | One or less topics were addressed. Students did not describe the issue.  Panel would not know why there is a problem. 0-4 points. |  |
| Location Explanation: Where? Why? Positives?  Potential Negatives?  5 Points | Identified a reasonable place and 3 positives and 2 negatives of location. | Place not realistic for business but did identify the positives and negatives. | | | Not realstic and did not identify strengths and weaknesses. |  |
| SWOT analysis: Correctly identifies Competition Strengths, Weaknesses, Opportunities and Threats  5 points | **S**trengths: characteristics of the business or team that give it an advantage over others in the industry.  **W**eaknesses: are characteristics that place the firm at a disadvantage relative to others.  **O**pportunities: *external* chances to make greater sales or profits in the environment.  **T**hreats: *external* elements in the environment that could cause trouble for the business. | Does not have an accurate swot analysis.  Students did address but not correctly. | | | Did not do a swot analysis. |  |
| Competition  5 points | **Identifies 3 closest competitors.  Their strengths and weaknesses** | Competitors or strengths or weaknesses identified  but does not make sense. 2 or less. | | | Does not identify competition. |  |
| Plan covered in detail   * At least 3 or more short/long term benefits, reasons or supportive ideas to your plan are explained   10 points | 3 or more benefits, reasons or supporting ideas are provided in a logical order that makes it easy and interesting to follow the author's train of thought. Panel knew exactly what your plan was.  Very through.  8-10 points | 1-2 of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. Panel might have been confused about your plan in some points. Could’ve explained better. 4-7 points | | | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. 0-3 points |  |
| Pricing and Menu 5 points | Pricing and menu is described on what costs and why they choose that pricing strategy. | Menu and pricing not accurate but identified | | | Menu not provided. |  |
| Marketing 5 points | Well thought out plan.  Web, and other options discussed and money spent.  Opening store marketing plan. | Students cover marketing plan but didn’t make as much sense. | | | Marketing not provided. |  |
| Plan is actionable and realistic  5 points | Students have created a plan that is definitely actionable and have provided realistic solutions on how make this happen. 5 points | Students have created a plan that might be actionable and have provided some realistic solutions on how make this happen but some doubt. 2-4 points | | | Students have created a plan that is not actionable and have provided non-realistic solutions on how to make this happen. 0-1 points |  |
| Plan is original, accurate and interesting solution  5 points | Students create an original, accurate and interesting solutions to idea that adequately addresses the issue. 5 points | Students create an accurate product that adequately addresses the issue but was lacking. 2-4 | | | Students create an accurate product but it does not adequately address the issue. 0-1 |  |
| Possible barriers and opposing view addressed  5 points | Students identify more than 2 reasonable, insightful barriers/problems that need to change and address how they will address that problem. 5 points | Students identify at least 1 reasonable, insightful barriers/problems that need to change. 2-4 points | | | Students identify fewer than 1 reasonable, insightful barriers/problems that need to change. 0-2 points |  |
| Conclusion  7 points | Does all of the following. Summarizes the main points of presentation and ties the presentation together.  Thanks the audience.  Asks audience for questions. 6-7 points | Does 2 of the 3. Summarizes the main points of presentation.  Thanks the audience.  Asks audience for questions. 3-5 points | | | Does 1 or less.  Summarizes the main points of presentation.  Thanks the audience.  Asks audience for questions. 0-2 points |  |
| Finances Part Profit and Loss  1- Yearly Profit and Loss sheet with citation of information for finances Should show sustainability of program over time.  A break-even point is established.  10 points | Students have a detailed profit and loss sheet for yearly or monthly expenses. This includes proper citation of where they got their information for funding. Shows sustainability over time.  Students provided handout with accurate information on finances.  9-10 points | Students have yearly and monthly expenses that are not accurate or not cited in research. Project might be sustainable.   Students did not provide handout but put material on their presentation of finances. 5-8 points | | | Students do not have an explanation of expenses.  No citation of funding. Project is likely unsustainable. 0-4 points |  |
| Finances Part 2- Detailed explanation of where and how to locate funds for your project in short and long term 5 points | Students have Detailed explanation of where and how to locate funds for your project in short and long term. 5 points | Students have an explanation of where and how to locate funds for your project but there are missing parts.  2-4 points | | | Students have little to no explanation of where and how to locate funds for your project 0-1 points |  |
| Statistics, data surveys and research properly used and cited- Citation of statistics and relevant data 10 points | Students include 2 or more high-quality examples, statistics, survey, or relevant data to support their point of view their campaign.  All sources used for quotes, statistics and facts are credible and cited correctly. 9-10 points | Students include at least 1 high-quality examples, relevant data to support their point of view their campaign. All sources used for quotes, statistics and facts are credible and cited correctly. 5-9 points | | | Students include fewer than 1 high-quality examples or pieces of data  to support their campaign.  Many sources are suspect (not credible) AND/OR are not cited correctly. 0-4 points |  |
| Use of experts and interviews in presentation- 5 points | Community experts / outside contacts are used at least 1 time that are credible and cited correctly.  Group was practive in finding experts and did not need instructor to do much of work. | Community experts / outside contacts are credible and cited correctly.  Students relied on instructor to find and talk to experts.  Students needed to be more self-directed. | | | Many sources are suspect (not credible) AND/OR are not cited correctly.  Students needed to be told who, how and when to meet with outside experts. |  |
| Asking Loan  5 pts. | Students made a realistic bid to the amount of money that will be made and the panel had to decide. |  | | |  |  |
| Persuasion- 5 points | The group has clear, strong statements of the position on the topic. | The group does not make their position clear. | | | There is no persuasion in the presentation. |  |
| Answer Questions - 5 points | Group is able to accurately answer almost all questions posed by classmates about the topic. | Group is able to accurately answer a few questions posed by classmates about the topic. | | | Group is unable to accurately answer  questions posed by classmates about the topic. |  |
| Overall Rating- 5 points | Plan is in the top 20% of presentations | Plan is in top 21-50% | | | Plan was on lower end in comparison |  |
| Panel Overall rating %  10 points | Panel Rating- Take off lowest score.  Add all other scores together and divide by number of scores.  Take number out of 10. | 75-50% | | | 50-0% |  |

Visual Keynote Rubric Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Content - Accuracy | All content throughout the presentation is accurate. There are no factual errors. | Most of the content is accurate but there is one piece of information that might be inaccurate. | The content is generally accurate, but one piece of information is clearly flawed or inaccurate. | Content is typically confusing or contains more than one factual error. |
| Sequencing of Information | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card. | Most information is organized in a clear, logical way. One card or item of information seems out of place. | Some information is logically sequenced. An occasional card or item of information seems out of place. | There is no clear plan for the organization of information. |
| Background text, font choice and/or formatting | Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.  Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content. | Background does not detract from text or other graphics. Choice of background is consistent from card to card.  Font formats have been carefully planned to enhance readability. | Background does not detract from text or other graphics.  Font formatting has been carefully planned to complement the content. It may be a little hard to read. | Background makes it difficult to see text or competes with other graphics on the page.  Font formatting makes it very difficult to read the material. |
| Originality | Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. | Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. | Presentation shows an attempt at originality and inventiveness on 1-2 cards. | Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. |
| Usefulness | The keynote/visual was the best 1-2 presented. Enhanced presentation with effects that drew audience to the visual when needed. | The keynote visual was about average but could’ve added more to enhance presentation. | Visual just provided information. | Visual was confusing and did little to help the presentation. |

**Visual Presentation Grade- \_\_\_\_\_\_\_\_\_\_\_\_\_\_/20 Points**

**Group Collaboration Grade (21st Century Skills) Group\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 5 | 4 | 2-3 | 0-1 |
| Focus on the Task | Group consistently stays focused on the task and what needs to be done. Very self-directed. Uses Class time to the fullest. | Group focuses on the task and what needs to be done most of the time. All group members can be counted on. Uses most of the class time to fullest. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep the group to remain on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. |
| Contributions and  Participation | Group routinely provides useful ideas and creative ideas without help when participating in the group and in classroom discussion. A definite leader helps facilitate the group if off task.  This is one of the strongest groups. | Group usually provides useful ideas when participating in the group and in classroom discussion. The group would be considered strong. | Sometimes provides useful ideas when participating in the group and in classroom discussion. Needs teacher direction or help.  A satisfactory group  who does what is required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. |
| Time-management | Always uses time well throughout the project to ensure things get done on time. Group is ready before deadlines.  Group does not cram any work and is constantly working ahead without teacher making them. | Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of procrastination. | Tends to procrastinate, but always gets things done by the deadlines. Better time management could’ve improved performance. Group does not have to adjust deadlines or work responsibilities because of procrastination. | Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of inadequate time management. |
| Problem-solving and adjustments | Group actively looks for and suggests solutions to problems and worked to better project.  Group comes up with ideas and solves all problems. | Refines solutions suggested by others. Group is above average in problem solving for project. Solves most problems. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. Lets others do the work. |
| Attitude | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).  Group is proactive | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| Preparedness and proactive | Brings needed materials to class and is always ready to work.  The best 10% of proactive groups. | Almost always brings needed materials to class and is ready to work.  Group is somewhat proactive in project.  Group waited for direction or answers once or twice. | Almost always brings needed materials but sometimes needs to settle down and get to work.  Group is reactive to most problems and waits for answers or direction. | Often forgets needed materials or is rarely ready to get to work. |
| Working with Others and Work Ethic | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.  The groups work ethic was one of the best. | Usually listens to, shares, with, and supports the efforts of others. The group did not have "waves" in the group.  The group had above average work ethic. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |
| Quality of Work | Provides work of the highest quality. | Provides high quality work. | Provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Provides work that usually needs to be checked/redone by others to ensure quality. |

**Points-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 40 points**

**Reflective Essay Rubric- 40 points Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rubric** | **Exceeds-5** | **Meets 4-2** | **Less than expected 1-0** |
| Topic Selection- Why was this topic chosen?  What experiences (classes, people, books, etc.) directed the choice of topic? Was the student satisfied with his/her topic choice? Why or why not? | 5- States why topic was chosen in detail, specific group experiences, satisfaction with 3 sentences on each | 4-2- States why topic was chosen but does not explain in-depth 2 or less sentences | 1-0- Does not explain why topic was chosen.  1 or less sentence explains topics. |
| Personal Growth- What did the student learn about herself/himself through this experience, (i.e., time management skills, group work, creativity, work ethic)? Was the learning expected or unexpected?  Why? | 5- Student explain personal growth with 2-3 detailed examples.  Explains learning expected or unexpected with one sentence reasoning. 5 points | 4-2 5- Student explain personal growth with 1-2 detailed examples.  Explains learning expected or unexpected. 5 points | 1-0- Student does not explain growth or learning expected |
| Learned- What did the student learn about her/his topic?  What research, interviews, or work was completed that helped the student learn about his/her project? How will this experience apply to the student’s plans for the future? What did student learn about problem solving in project? | 5- Student describes with 3 or more examples of what they learned about topic.  Students describes the type of research that was done to help.  Student explains future uses in this experience. | 4-2- Student describes with 2 examples of what they learned about topic.  Students describes the type of research that was done to help.  Student explains future uses in this experience. | 1-0- 5- Student describes with 1 example of what they learned about topic.  Students does not describe reserach or future experience. |
| Individual Analysis- Rate yourself 1-10, 10 being highest on your individual contribution to the project?  Explain what and how you contributed to the group? | 5- Student rates themselves honestly.  Student explains in detail 3 or more contributions they made to the project. | 4-2- Student rates themselves somewhat honestly but doesn’t describe what they’ve contributed to prove their work. | 1-0- Student does not rate themselves honestly.  Their rating doesn’t have detail of what they did or doesn’t match up to work accomplished. |
| Presentation Skills- What did student learn about presenting to the community panel? | 5- Student explains what they learned about presenting in front of a panel.  Student states the positives and negatives of this experience. | 4-2- Student explains what they learned about presenting in front of a panel.  Student does not state specifics of the positives and negatives of this experience. | 1-0- Student doesn’t explain what they learned by presenting to the panel. |
| Challenges/Obstacles- What challenges/obstacles were encountered by the individual and group?  How did the student/group deal with those challenges? | 5- Student identifies 3 or more challenges the student or group..  Student explains how the group or student dealt with those challenges in 2 or more sentences. | 4-2- Student identifies 2 challenges the student or group faced.  Student explains how the group or student dealt with those challenges in 1sentences. | 1-0- Student did not identify challenges or explain how they dealt with those challenges. |
| Modifications- If you had to a chance to give yourself advice at the start of this project, what would you tell yourself or group?  Describe how you would modify your group? What would you change about presentation if you did again? | 5- Student gives advice to self and group  that is honest and insightful. Does give modifications for the group.  Gives successful ideas for changing their presentation. | 4-2- Student gives advice to self and group  that is honest and insightful but not detailed enough to actually help. Modifications would help group very little. | 1-0- Student does not give honest or insightful advice. Details are left out and modifications wouldn’t help. |
| Writing: Personal (less formal), 1-2 pages, 3 or less grammatically errors, varied sentence structure, creative and shows original thought | 5- Writing: Personal (less formal), 1-2 pages, 3 or less grammatically errors, varied sentence structure, creative and shows original thought | 4-2- Writing was personal. Had 3-5 grammatical or spelling errors.  The writing was not creative. | 1-0- Student has many writing and grammatical errors.  Writing was not creative or personal. |

**Total Points Earned = / 40**

**Project Timeline**

Introduction of project- Need to Knows

Brainstorming Ideas (3-5)

Project discussion- meet with instructor

Outside Contacts who, when and how

Contracts and group roles

Profit and Loss Sheet with Schuster or Hoty

Research and group work period

Storyboard of presentation and

Mentor or community day

Practice Presentation- Have practice with a business member there, informal meeting and meet with community members.

Panel Presentation

Due Dates (sample 2 months of times)

\_\_\_\_\_\_ Group Contract, mentor selected and Topic Selections due on google doc

\_\_\_\_\_\_ 1-31- Group Prospectus Due on google doc. and outside contact list created

\_\_\_\_\_\_ 2-14- Individual Project Log Due

\_\_\_\_\_\_ 2-22- Outline of presentation and storyboard due

\_\_\_\_\_\_ 2-21-2-25- 1st Presentation Walk through and talk through (rough draft) Critical Friend \_\_\_\_\_\_ Project- Meeting with Mr. Obergefell- Research due

\_\_\_\_\_\_ 3-1 Outside Contact (Journal Papers) due

\_\_\_\_\_\_ 3-3 Rough Draft of Paper and Brochure due- Peer Edit Papers

\_\_\_\_\_\_ 3-4 Individual Project Log due

\_\_\_\_\_\_ 3-10 Practice Presentations (keynote) are due in class

\_\_\_\_\_\_ 3-11 Final Group Paper and Brochure Due

\_\_\_\_\_\_ 3-14/3-15 Edit Presentations in class

\_\_\_\_\_\_ 3-17 Final Presentations to the Panel

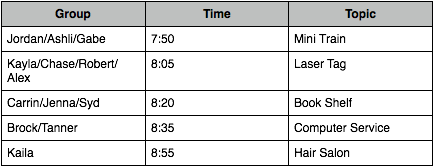
\_\_\_\_\_\_ 3-18- Individual Reflection Paper due in class

Sample Email to Shark Tank Panel

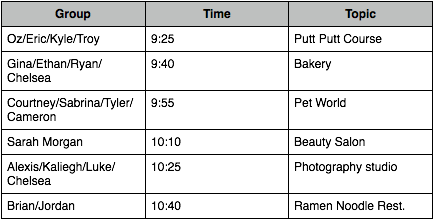
I would like to invite you to view student business plan presentations on Thursday 12-4 starting at 9:20 am in room 805. Students have created their own business plans and are going to attempt to persuade you as a panel member to invest in their business ideas (similar to shark tank show). Feel free to come and go that day based on your schedule. Please let me know if you think you will be able to attend and forward this to anyone that might be interested in helping. Thank you for all your past and continued support.

Sample Past Projects Times for Presentations for the Shark Tank

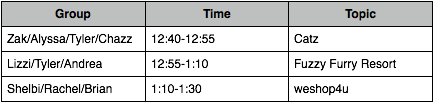
1st period 7:40-9:20

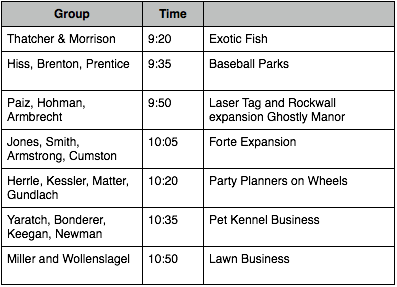


4th period 9:20-11



7th period 12:30-2





Shark Tank Panel Grades

**Business\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score (90 total)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Directions- Panels Rubric- Groups should go in order. Give grade (1-10) 10 highest. If you are more comfortable just giving a grade out of 90 total points you can do that.

Introduction- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Attention grabbing? Introduced self and business? Stated a need for business today?*

Explanation of Business\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*What they will do? Goals? Philosophy? What will be their niche in the market?*

Target Market and Market Analysis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Who are they targeting to buy products? Is it realistic*?

Competition and Market Analysis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Did they recognize competition? Strengths/Weaknesses of competition? How they will compete in this market? What is the current market today for your product?*

Pricing Schedule\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Was their pricing/menu clear? Do you like the menu and prices?*

Financing- Planned Costs of business \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Include buildings, license, start up costs, equipment needed, and $ you are asking for and what you will use it for*

Planned operation and Proposed Staffing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Who is running the business?* *How many employees?*

Marketing Strategy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*How will they market their product? Is it good enough?*

Conclusion\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Feel free to make comments below or on back if you would like.

Economic Standards Taught, Assessed or Evaluated

Group Contract

Our Agreement

 We all promise to listen to each other’s ideas with respect.

 We all promise to do our assigned work to the best of our ability.

 We all promise to turn in our work on or before due dates.

 We all promise to ask for help if we need it.

 We all promise to share responsibility for our success and for our mistakes.

 We all promise to turn in work that is our own.

If someone in our group breaks one or more of our rules, the group has the right to call a meeting and ask the person to follow the rules. If the person still breaks one or more of our rules, we have the right to vote to fire that person.

Date:

Mentor Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group member signatures:

**Shark Tank Panel rubric (2nd option)**

Class Period\_\_\_\_\_\_\_\_\_\_\_\_ Group Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please rank the following criteria on a 1-5 scale, with 5 being the highest.

Presentation delivery (pace, eye contact, knowledge, hook, conclusion)

1 2 3 4 5

Comments

Powerpoint supports project goals

1 2 3 4 5

Comments

Project Feasibility

1 2 3 4 5

Comments

Overall Presentation

1 2 3 4 5

Comments

Additional Comments:

Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_